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JOURNAL of EDUCATION

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EDITORIALS

"I'll Attend to That"

RECENTLY a mother whom we know was starting her little four-year-old daughter out on a "Now I lay me down to sleep" prayer, at the end of which the mother said: "Ask the Lord to bless papa, mama, and brother, and help you to be a good little girl," suggested the mother. The child hesitated, looked up, and said: "I'll attend to that myself, mother."

On January 5, 1927, in the smoking compartment of a Pullman car a somewhat talkative man, stranger to us all, told of the great success of his son and daughter, whom he had brought up wonderfully well. A man and his delightful twelve-year-old son were greatly interested in it all.

Finally the father of twelve-year-old Jack told of his seeking a private boys' school, specifying various things he wanted, in all of which Jack was very much interested, until the father said: "I want a school that will look after the morals of my son, making sure that he will not go to the bad."

Jack started up, looked his father straight in the eye, and said emphatically: "I'll look after that myself, Dad."

I wonder how many boys get disgusted at the attitude of good people who assume that their boys will go to the bad unless they are carefully protected and watched.

The Future of Agriculture

AGRICULTURE is the great American problem. It will never be solved by guesswork nor by any temporary relief. Professor P. G. Holden, now with the International Harvester Company, in a personal letter makes an interesting suggestion. We know of no man who has done clearer thinking on agricultural problems than has Professor Holden. His suggestion in this case is of surpassing importance.

What ought we to do to put agriculture on the proper basis? Is it now on a proper basis as related to other industries, and in accordance with the importance of the industry does it offer as good opportunities of social and intellectual, moral and economic development as do other industries? In other words, is agriculture to be an intelligent, independent business returning as good profits for the capital in-

vested, the labor expended, and the hazards endured as in other industries? Is it to be an agriculture of hope and realization or is to be an agriculture of ignorance and servility? Is it to be a plaything for the rich, is it to be penancy, is it to be government land ownership, is it to be put on the basis of other lines of business in which the public is concerned, such as the teaching profession? We license the teacher, we license the veterinarian, and the physician. Shall we sometime license the man who deals with the foundation of all business, namely agriculture?

Important N. E. A. Conference

THE Washington Conference of the executive secretaries of the State Associations on December 8, 9, 10 was probably the most important educational conference that has ever been held. It unquestionably marks a complete change in the activities of the National Education Association, but it is a change that was inevitable and only awaited the opportunity.

Fortunately the change is not the result of criticism of what has been done, the sort of John the Baptist work that had to be done, but a service inevitably temporary, that could not continue after the reorganization was established.

A membership of 175,000 could never function directly, could never function through any representatives, could never pretend to function through a delegate body of a thousand—one in one hundred and seventy-five.

It was equally impossible for an organization to handle the membership service of 175,000. It would require about five letters to each, a postage bill of many thousands of dollars, and a clerical service much more expensive than the postage.

The collection of membership fees must be done by State Associations that could collect with the state membership with no extra postage and a slight extra clerical help which is much less anywhere than in Washington.

It was evident from the first that if the state office did the work, if the state office made the campaign for increased membership, and if the members of the N. E. A. did their business with the state office the N. E. A. must absolutely represent the State Associations.

Not long ago a few leaders of the N. E. A. with the general consent of all of the leaders of the Department of Superintendence and of the N. E. A. announced the most pretentious scheme ever suggested, and there was no opposition among the leaders, but when a few State Associations were sure to oppose it the scheme collapsed without so much as a murmur. Two or three important State Associations could kill anything if the plan was inimical to their professional interests.

Quietly, with no blare of trumpets, the state secretaries met in Washington in December, and while President Blair was there, and Dr. William M. Davidson, chairman of the legislative committee, was there, and Secretary Crabtree was there, it was from first to last a meeting in which the state executive secretaries functioned with the thought every minute on those whom they represented at home. Never has there been anything like this before, but it will be universal hereafter.

Hereafter the executive committee and the Board of Directors will do nothing until they know what the State Associations want them to do.

The Birchard Prize

ERNEST BLOCH, director of the San Francisco Conservatory of Music, has won the thousand dollar prize offered by C. C. Birchard for an instrumental work to be written in the full personnel of the Carolyn Beebe New York Chamber Music Society. "Four Episodes" listed as "Humoresque, Obsession, Calm, and Chinese," will make up the work submitted by Bloch, for performance by piano, string quartette, flute, oboe, clarinet, and horn. This was composed in San Francisco during April and May, 1926, and is Bloch's first complete work to be composed in San Francisco.

"Four Episodes" is to be given its first performance at the Biennial Convention of the National Federation of Music Clubs in Chicago next April.

Muir to Quincy

J. N. MUIR of Bethlehem, Pennsylvania, who has been elected superintendent of Quincy, Massachusetts, brings to New England a personality which will be highly appreciated. His prominence in New Jersey and Pennsylvania has given him an acquaintance with many of the New England leaders, and he is sure of a warm professional welcome.

Finegan of Rochester

DR. THOMAS E. FINEGAN, as promoter of the famous educational moving picture feature of the Eastmans of Rochester, has a rare opportunity to do a vast constructive administrative work. No other educator has ever had a comparable opportunity or has assumed an equally complex responsibility.

The moving picture has achieved wonderful results as a business development. That it has

great educational possibilities is unquestioned, and the promotion of appreciation of literature has been demonstrated on the public screen. Some school films have been developed, but little has been done to fit into school life as an indispensable factor. There is sure to be a revelation of possibilities in educational films.

This will never come through any effort to use the public school for anything. That may be accepted as a vital factor. The public schools will never be used by any one for any purpose.

In so far as the public school needs any film for its educational purpose it will be used, universally used, if it is universally needed by the schools. That must be accepted as the basal thought, but the public schools will never be used for the benefit of any one or by any cause that seeks to use them for its purpose.

Fortunately the Eastman Company is financially independent of any temptation to allow any one to profit by its use—and more fortunately it is entirely free from any traditional tendency to be propagandists of anything that seeks propaganda.

IN THE educational world Drake University has been regarded as leading all universities in religious morale, but it has had its "wild parties by students at which liquor flowed freely," according to reports which record suspension of at least one student with eminent inheritance.

The Roger W. Babson Institute

THE recent gift of $1,260,000 to the Babson Institute at Wellesley Hills, supplementing it with an annual gift of $60,000 as long as he lives, makes that one of the leading special schools for the promotion of a single strain of education that has been established.

The purpose of this gift is to make a serious demonstration in the new system of individual training in which Mr. and Mrs. Babson are vitally interested, with the underlying idea that habits are more important than knowledge. To quote Mr. Babson: "In these days of experts knowledge can easily be purchased, but the habits necessary to success and happiness can only be acquired through training." The four specific purposes of the gift as outlined in a letter written to the trustees of the Babson Institute by Mr. Babson are as follows:—

1. To train men in the fundamental habits of integrity, industry, temperance, accuracy, promptness, initiative, concentration, thrift, and the other basic requisites to a truly happy and successful business life.

2. To acquire fundamental business knowledge with special attention to the great underlying cycle movements and showing the opportunities and dangers accompanying such movements.

3. To teach men where they can find information on any subject and what are the best methods of securing such information accurately and quickly when desired.

4. To instill into the students the Christian spirit of service, emphasizing that real profits come only from helping to make the world better.

Mr. Babson has already invested a vast amount in the creation of the Babson Institute, of which George W. Coleman is president. Both Mr. Babson and President Coleman have advanced ideas on education, and they have the heroism and the finances to demonstrate the sanity and adaptability of their faith.

Superintendent William J. O'Shea of New York City arranged for seven hundred public evening meetings in connection with the schools on December 2, to promote co-operation for the prevention of the killing of children by automobiles. In October forty-two children were killed and 1,124 were injured by automobiles in New York City. The police department is co-operating with the schools.

Evansville Teachers Travel

EVANSVILLE, Indiana, teachers received forty-five thousand dollars from the Board of Education for travel and study last summer. Some teachers who had not made an hour's college credit in twenty years were in the list of those making five credits or more last summer. Teachers traveled to all parts of the country. Some of them made the longest trips of their lives; some went to Canada; three teachers will receive $200 bonus for trips to Europe. Who can estimate the advantage to the schools from the expenditure of this $45,000?

It is interesting to see how much interest can be aroused periodically with the age-old question, "Is it is, or are it are?" It is more amusing than important.

Thirty thousand boys are employed in Wall Street, New York, where the financial affairs of the world are largely settled, and it is announced that these boys work in an environment where temptations are in a class by themselves.

Modern School Administration

By A. E. WINSHIP

THE city school superintendent of 1927 will be no more like his predecessor of 1920 than a band leader is like an accompanist. The professional city superintendent stood with his back to the audience, looking daggers at any player who was not letter perfect, but when the applause came he turned about and bowed graciously as though he was the whole show. The city school superintendent of 1927 will be the accompanist of the teaching force, buoyantly inspiring, protecting a teacher who soars too high or drops too low.

The professional city superintendent of seven years ago was a business manager whose chief business was hiring and firing, building elaborately and shouting hilariously. There is no appreciable trace of this in the modern school administrator.

A sample of the accompanist city superintendent may be seen at Binghamton, New York, a city slightly under 100,000 population. Today the superintendent has a cabinet of eleven subject supervisors, they all have desks in one room, and the superintendent never proposes anything to any supervisor except in the presence of all of them, and no one of these supervisors proposes anything except in the presence of all of them. Every supervisor knows what every other supervisor proposes to do.

The principals are considered a part of the superintendent's cabinet, and once in two weeks all principals, from kindergarten to senior high school, meet all the supervisors with the superintendent and every change proposed is laid before all the principals, and nothing is proposed to the principals so long as one supervisor is unconvinced of the feasibility of the change, and after it is proposed to the principals it is not put in action as long as one principal seriously questions the advisability of the change. When the principals are satisfied then they individually must educate their teachers to believe in it. It is practically impossible to have any friction about any phase of progress.

Tuesday afternoon after school the superintendent may call a meeting of all the teachers so that they may consider any question of interest to them or important to the system. If the occasion is adequately vital this meeting may be held in school hours. No teacher is excusable who makes a personal-convenience appointment for after-school on Tuesday, but on no account can any teacher be called upon for any conference on any other day.

This is an exceptional modernizing of a city administration educationally, and there are hundreds of cities that are on the road to such modernizing.

The greatest divergence is from the professional administration that claimed that the superintendent must be accepted as ultimate authority by the teachers, by the supervisors, by the school board, by the press, and by the public. While this claim was quite general a few years ago, there is slight trace of it in any city today. The degree of divergence is not the same in any two cities. There is no city back where many cities were in this autocratic professionalism seven years ago. The pace of transformation is so thoroughly on its way that nothing can carry any city back where it was in 1920.

There has been no more significant phase of the creation of present educational history than the ease with which the rhythmic city administration is supplanting the traditional professional "management" scheme. The stabilizing of city superintendents is largely the result of smoothness with which the present city school administration functions.

Fundamentals

"Teach reading, writing and arithmetic, of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life the sum of one's happiness can not be obtained by substracting from others, and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need. Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship. Teach history that against its gray background of suffering and sorrow and struggle we may better understand the present and may protect a fine future. Teach civics to make strong the ideals of liberty and justice, and to make free, through obedience, the citizens of a republic. Teach science, but always as the handmaid of religion, to reveal how the brooding spirit of God created the world and all that is therein, and see the stars in their courses, in accordance with the eternal laws that He himself had ordained. Teach music and art and literature. Reveal beauty and truth. Inculcate social and civic ideals.

"Teach that which gives intelligence and skill, but forget not soul culture, for out of this comes the more abundant life bringing forth the fruits of the spirit. **These are the real fundamentals in education, for character is higher than intellect and the soul shall never die.**"—Randall J. Condon, president of the Department of Superintendence, National Education Association.

Belding's Page

FROM COLLEGE TO CAREER

THE first great disillusionment which comes to the average college graduate is the small value set upon his diploma by the world in which he must find employment.

He knows he can make good if given a chance. But he doesn't know how to get the chance.

This gap between college and vocation needs to be bridged. College authorities are turning more of their attention to this very practical problem. A placement bureau of some sort for graduates is maintained by nearly all colleges. And the experiences of the officers who have charge of this employment work are having their effect upon the shaping of curricula.

There is a notable tendency, in many colleges and universities, toward a two-year course of general or cultural studies, followed by two years of study having a distinctly vocational aim. This may not be the ultimate solution. Nothing is ultimate in education. But the new recognition of the college's responsibility to furnish vocational guidance in some measure is a hopeful sign.

For the plight of a college graduate, stranded in his first uncertain quest of a job, is a sorry spectacle. With sufficient forethought it can be avoided. Most of that forethought must usually be given by older heads than those of the students themselves.

NINE HUNDRED SLAVES

ALADDIN himself would be astonished if he could behold the marvels of electric power. The pressing of a button or the turn of a small lever conjures up more servants than the rubbing of that fairied lamp.

Some one has been sharpening the pencil and figuring out the amount of electrical energy utilized by the people of the United States, in terms of the man-power which it represents. The answer which he found was this: Each of us would need to have nine hundred slaves to do the work which is being done for us by electricity. Nine hundred slaves!

Human slavery is happily gone. But without that slavery in the past we should not have had the ancient flowerings of civilization.

The pyramids of Egypt stand as the enduring material testimony to what power could be set in motion by the purposeful driver of slaves.

Slavery was abolished, for a combination of moral and political reasons, in this country, when many believed the institution to be an economic necessity. That was before the age of electricity, which has summoned nine hundred tireless slaves to do the bidding of each one of us.

But electricity did not just happen. True enough, its potentialities have existed since the dawn of history. But only by cultivated brain power were the forces of nature harnessed to do the heavy toil of the world.

The boys and the girls in our educational classrooms today will in the future have control of this enormous power and doubtless much more. Are they learning how to use it safely, to their advantage rather than their hurt?

GENEROUS WITH GERMS

QUARANTINE of a family on account of contagious disease is one of the hardships imposed by the necessities of community living. School sessions are sometimes badly broken into, during the winter months, by epidemics, some of which are checked by quarantine and others of which perhaps ought to be—such ailments, for example, as are grouped under the title of "colds."

The attitudes taken by parents toward this matter of segregating their children to keep disease from spreading to others, are an interesting study. Most school officers could contribute anecdotes revealing human nature in unlovely phases.

This case recently occurred. A foreign family in a certain town was placed in quarantine because one of the children had contracted scarlet fever. The parents kept the law to the extent of removing the other children from school, but did not hold them within doors. In fact, they ran errands to the corner grocery, and were quite ready to associate with any one they met. Finding the neighbors unwilling to receive them with the usual cordiality, the children so reported at home, where they were instructed to retaliate against any child who refused to be friendly, by "blowing in his face!"

I cite this occurrence because it illustrates all too plainly both the ignorance and the antisocial disposition which have to be reckoned with. While there may be less ignorance on the part of most natives, a similar spirit is often observable. People resent being shunned as germ carriers. In fact, they almost persuade themselves that they are an exception, and therefore could not communicate disease.

Anson W. Belding

Associate Editor.

The Case for Co-Education

By RICHARD K. MORTON

Boston, Mass.

CO-EDUCATION belies its name. By the term we usually mean the simultaneous education of boys and girls in the same classes, side by side. But this is not all that is implicit in the term. If co-education is to be realized in full, we must have co-operative education of boys and girls with reference to their own problems and to the problems arising from their close associations with each other.

There is nothing dangerous whatever in the mere method of co-education. But, as the Lord Bishop of London has recently said, this method of teaching, if it is to realize its true aims, must be inspired by the highest ideals and an adequate program.

> "The need today is not for an acrimonious criticism of the palpable shortcomings of either education or co-education; it is for a consecrated determination to rid the schools and society of those uncultured and degenerated ideals that would hamper any concept of life or education. We cannot have genuine co-education until we have 'co-idealism.' What we need today is not a change in our co-educational system, but a change in the minds of those who direct the system."

Universities only recently have come to adopt this method of education. They say that young men must live in a society which also includes young women, so that they should learn the elements of this plan of life while in school or college. This analogy in itself, however, does not solve the problem. A young man must, if he marries, share his life with some young woman who has not gone through the same professional course which he took to be, for example, a doctor. Yet they are to co-operate fully in later life.

I think that if the numbers of boys and girls are fairly equal, better results will be secured. If one is in a decisive minority there will develop a kind of reticence and a fear of the ridicule which is sure to come. But it is certain that if a class is merely a heterogeneous crowd of boys and girls the result will not be, in a true sense, co-education. There must be a definite grappling with the problems caused by this policy. There should be wholesome contests beween the boys and the girls. There should be lectures and informal talks by competent individuals to the boys and girls separately on how to act with regard to the others. There should be an avoidance of that purposeless policy that boys and girls have of milling around aimlessly together after school hours.

The evils commonly laid at the door of co-education have largely been passed on from other quarters. In the first place, every teacher knows that the influence of the home is less or worse than it used to be. Therefore for all those who show so pitifully the lack of real home training there should be an attempt on the teacher's part to tell such students what is in accord with the best taste, manners, and general conduct. They should be told kindly what the best people regard as right and great and worth-while in the world.

The teacher knows, in the second place, that the students are gleaning from here and there all kinds of ideas on the sex-problems and the "youth movements" glibly talked about by their elders. In many quarters writers are proclaiming with some justice, that the school textbooks and even the school teachers are not teaching the whole truth; that they are rife with fabrications and outworn values. In the face of this, how much of the truth are you going to teach? In history, how far are you going to change the emphasis upon bloody wars to emphasis upon a growing consciousness of the need for peace? If we are to teach history well we must have time to assure ourselves of all the data that an unknown author has supplied—which is often impossible. If we teach English we shall teach rules and styles that are not necessarily the best ones. The only way that I see out of this dilemma is this: Teach with a catholic spirit, taking the time to throw in a wise word for other ideas and other methods when these will not confuse. Teach so that

when fuller details from learning or experience are available to the student, the process of unlearning will be as simple as possible. Give the impression that you are always seeking to teach the full truth, whether or not it is really available at that time. More students are educated by what they infer from their teachers' attitudes and frequent side-remarks of wisdom than by what facts they learn under the guidance of the teachers' skill and methods.

In co-educational schools there is a great chance to remove the unseemly vulgar practices that are so common today. If boys and girls learn early of their joint heritage and the great responsibility this entails, they will tend to take co-operation in education more seriously. We must have co-operation in education, not merely the form and ritual of co-education.

Professor W. T. Gordon, of the geological department of the University of London, has recently declared in a lecture that modern society is largely dependent on fossils—relics of the past that, on first thought, most people would regard as utterly useless and uninteresting. But coal is made from fossils, and some of our most beautiful stones are enriched by their fossil contents. In a similar way education is dependent on many little influences that bear on the student even while he is not studying his books at school—there are the hidden powers of character that are moulded by the slightest touch.

Co-education requires the tactful handling of those students who cannot seem to discover any principles of life that will help them guide themselves more helpfully toward others. It demands the careful handling of the super-sensitive and the avoidance of those little episodes that so often bring injustice and disappointment to the students. We are fast outgrowing the days when we flunk an earnest, plodding student with some obvious abilities, without knowing first the probable factors making this a necessity. We are nearly past the time when the teacher is considered infallible and from whose decision there is no appeal. We are through educating simply by assignments—the fact that we have covered so many pages in so many days does not necessarily have an intimate connection with the students' minds.

Horace J. Bridges, leader of the Chicago Ethical Society, has recently attacked co-education. He says in part: "The modern environment constantly challenges the attention of young men and women, permitting no privacy for spiritual detachment and uninterrupted reflection, no time for self-consideration, self-concentration, self-direction. Freedom of speech and of manner, absence of chaperonage, and distractions resulting from the association of the sexes are sufficient reasons for abolishing the co-educational form of higher education."

But the separation of the sexes in different schools would not even reduce such evils and distractions. It is probable that, being separated all the school day, a great many would crave all the more the company of the other sex. Whatever evils there are in this system are largely derived from our own standard of ideals and the present trends in society. We cannot have a wholesome co-operation between boys and girls and men and women, separate or together, if all discussion among them and about them is to be tinged with the flippant and the vulgar. We cannot have the highest ideals of life or of education in schools for boys or for boys and girls together, if they are dominated by short-sighted, uncultured, and pagan policies. We are beginning to learn that we cannot save schools in a lost society. We cannot awaken the best efforts of school children if we prefer at the same time to let our own sleep.

The need today is not for an acrimonious criticism of the palpable shortcomings of either education or co-education; it is for a consecrated determination to rid the schools and society of those uncultured and degenerated ideals that would hamper any concept of life or education. We cannot have genuine co-education until we have "co-idealism"; we cannot have co-operation until we have "co-intentions" and "co-purposes." What we need today is not a change in our co-educational system, but a change in the minds of those who direct that system. What really is our standard of education? What does the average teacher regard as the normal educational work that can reasonably be done with the average class? What is the standard of living as an educated teacher or as an educated student? What are the chief issues in living so that our best-trained ideals show outwardly to the best effect? We must answer such questions as these before we are qualified to bring into question so promising a system as that of co-education.

"Knowledge can easily be purchased, but habits can only be acquired, through training."
—Roger W. Babson.

Leisure and Life

By BISHOP MANNING
New York City

ONE of the most striking features of our modern life is the restlessness, the ceaseless drive and push and pressure. And often this restless over-activity is quite needless and without any real aim or reason.

Thomas Huxley used to tell of a visit that he made to Dublin to address an educational association there. His train was late in arriving and he jumped into a cab and said to the cabman: "Drive fast." After traveling some distance Mr. Huxley realized that he had not given the driver any address. He called out to him: "Where are you driving?" "I don't know where I'm driving," the man said, "but anyhow, I'm driving fast." It is so with much of our life today. We Americans especially need to give thought to this matter. One of our chief national sins is the sin of hurry. Almost all of us are going at high pressure and are trying to do more than we can well accomplish.

We need leisure and recreation for the sake of our bodies—our physical lives.

There is great significance in the term that we use for our leisure and our play. We call it re-creation, and it is. It makes us over, refreshes and cheers us, gives us new life and spirit for our higher tasks. It has a direct bearing upon our moral and spiritual development. I feel that the church should give its open sanction and blessing to clean and wholesome sport. It is right for us to preach the gospel of work, but we need also to preach the gospel of play.

Some of you may not agree with me, but I hold that wholesome recreation and amateur sport may have its right and proper place on Sunday, provided it does not take the place of prayer and worship on that day. Let me try to make myself quite clear on this point, for I have sometimes been a little misquoted in regard to it. What I say is that our sports and recreations are in their own proper place as truly acceptable and pleasing to God as our prayers and our worship, but it is not right for us to give to recreation the hours that belong to worship. For a full and true life we need both.

The instinct for play is as divinely implanted in human nature as the instinct for work and the instinct for worship. The Church must not merely tolerate clean sport and recreation, but give them its glad and open blessing. And so I rejoice that we are to have a Sports Bay in the Cathedral of St. John the Divine, as a symbol of the Church's sympathy with sport and recreation and with all that is good in human life.

Leisure is essential for the growth and development of our intellectual life. We can have no culture without this. I believe that our present failure to produce great painters, great musicians, great poets and writers, is due in large part to the lack of leisure in our life. When I was in Italy recently with a few weeks in Florence, I asked myself how it was possible for the people of that city to produce the glories of art which one finds there on every hand and to make such an unequaled contribution to the true riches of the world. And I realized that it was because they took time for those higher things of life which cannot be attained without a proper degree of leisure. And may I say that I sympathize with the desire of the labor men in our land to secure shorter hours, so that they may have time for their intellectual and cultural development.

Our economic life ought to be so organized, and in time will be so organized, that every man, whatever his task or calling, will have time for the development of his higher life. No human being ought to be debarred from such opportunity. Every man and woman in every line of work should have time enough for this. When we become wise enough to see this, labor will take on its true dignity, and our labor men will do finer work and more work than ever before. I am glad, therefore, that William Green, the present wise and able president of the American Federation of Labor, is emphasizing this as a matter to be kept in view and brought about in due time.

Leisure is essential for the development of our souls, our spiritual lives. One reason why many people today fail to find any true help in their religion is that they give too little time to it.

"Our economic life ought to be so organized, and in time will be so organized, that every man, whatever his task or calling, will have time for the development of his higher life. No human being ought to be debarred from such opportunity.

* * * * * * * * *

"The consequences of our present-day over-activity are more serious than we realize."

If our religion is to mean much to us we must have time in our lives for thought, for prayer, for worship, for fellowship with God.

If it is true, as we are told, that some sixty millions of our people in this land are not identified with any form of religion, this is not because they have rejected religion, or are opposed to it, it is largely because religion has been crowded out of their thoughts and lives by other things. They are so busy that they have lost sight of the one thing which gives meaning to human life and makes it great. They have left no time in their lives for God.

Let us try to stop living our lives in a hurry. The consequences of our present-day over-activity are more serious than we realize. If we are living under too high pressure, the quality of our work is certain to suffer and the quality of our lives and characters will suffer also.

Our journey through this world is a short one. Let us take time for the things that are most worthwhile, time for thought, time for the best books, time to do our daily work well, whatever it is, time for our friendships, time for play and prayer and worship, time for friendship with God.

Are We Americanizing?

By CHARLES M. HERLIHY

State Supervisor of Adult Alien Education, Boston

LESS than a decade ago there was no official federal or state program of Americanization although we were admitting annually approximately one million immigrants from every country in Europe. Their assimilation was supposed to take place without governmental aid, direction or regulation. The results of this "laissez faire" policy were the establishment of isolated racial blocs in our population. Many of these groups have maintained their racial solidarity over a period of years, and in certain instances we now have Americanization programs so-called sponsored and directed independently by the immigrant groups.

The conferring of full citizenship rights on aliens is one phase of our government's work which has attracted little or no attention from the many civic and patriotic organizations. A few groups have done commendable work by co-operating with the judges and naturalization examiners in providing dignified ceremonies at the time of conferring the certificates of citizenship. There is an urgent need, however, for an awakened public interest in the whole question of standards of admission to American citizenship.

The World War focused public attention on our national immigration problem, and there was a very favorable reaction to an endless variety of Americanization programs. Unfortunately, too many of these proposals were based on the principle that Americanization was something which could be done to the foreigner in very short order. The net results of this propaganda were negligible with the exception of the recognition accorded to the school programs for the adult foreign born. This work was established under the Departments of Education in fifteen states.

The legislature in Massachusetts has provided three distinct types of aid in this field: Personal service to alien residents in social and economic difficulties through the Division of Immigration and Americanization; library service for the foreign born through the State Division of Libraries; and immigrant education under the stimulus of a state-aid law. These programs have been functioning for the past eight years, and the number of immigrants taking advantage of the opportunities provided by each of these bureaus has increased remarkably. It is safe to say that the foreign-born men and women in this state know that they can turn to the state and local governments for help in their Americanization process. The workers in the field are constantly testifying to the fine spirit of appreciation shown by these strangers for the help received.

The Division of Immigration and Americanization operates five offices in Boston, Lawrence, Springfield, Fall River, and New Bedford. The annual reports of the director, Mrs. Nathaniel Thayer, show that these agencies are helping annually more than twenty thousand aliens in their personal difficulties and adjustments in our American life. The types of service rendered relate very largely to matters of immigration and naturalization and settlement of financial difficulties.

The Division of Libraries helps local librarians in selecting the better type of books in the foreign languages in addition to recommendations on the most useful English texts on American history, government and literature.

In 1919 the local school programs for adult

aliens in Massachusetts were attracting less than three thousand men and women. In less than five years after the enactment of the state aid law the school enrollment jumped to thirty thousand. At the present time these classes are conducted by one hundred cities and towns in co-operation with the State Division of University Extension. The classes meet in evening schools, factories, homes, and in a variety of neighborhood centres. The teachers are selected from the ranks of the regular day school corps and almost all of them hold certificates for work done in a special course on "Methods of Teaching English to Adult Immigrants." Despite the very marked reduction in the number of immigrants admitted under the present Immigration Restriction Law, the total school enrollment has not decreased appreciably in the past three years. It is encouraging to note that an increasing number of alien students are returning to school for second and third year instruction. This is due entirely to the holding powers of the trained teacher.

It should be noted that the schools are not interested in citizenship drives. The supervisors and teachers do not force directly or indirectly any alien to take out his first and second papers. These men and women are given the most practical kind of help in learning our language and in developing a correct understanding of the meaning of American citizenship. Naturalization helps are offered only to those who voluntarily wish to assume the responsibilities of our citizenship. We believe that America does not need any more uninterested, untrained voters.

The teachers in this work are committed to that kind of Americanization which has for its aim the evolving of a higher and better type of Americanism based on the contributions which have been made and are daily being made to America's upbuilding by thousands of good men and women, who though foreign born love their adopted land and stand ready to contribute their best to her.

A Jewish mother set forth her appreciation of this kind of school help in the following statement written in a class last year: "We foreigners all are the first time lonesome and homesick, and so is the school again the place where we forget all what is wrong in our daily life."

Americanization, however, cannot be accomplished by any one agency. There can be no effective work over a period of years unless a community recognizes its immigrant problem, and unless the taxpayers are willing to support the schools.

The most effective influence in Americanization is the force of good example. The immigrant will not want to join our family unless he sees that our standards in social, economic and cultural life are worthy of emulation.

There are more than four hundred thousand alien residents in Massachusetts. Two decades late we have restriction, and the badly needed opportunity for catching up on our problem of promoting a better understanding between native and foreign born and a more genuine appreciation of the true meaning of our American ideals and institutions by everyone who lives under the protection of our American flag.

How Big Is Your Task?

BY EDGAR MENDENHALL

Kansas State Teachers College of Pittsburg

How big is your task, O teacher?
How big is your task? you inquire?
It's as big as the arched sky above you;
Yea, it touches the studded vault's fire.

How big is your task? you repeat it?
How big is your task? Still in doubt?
It's a torch in eternity's pageant;
'Twill blaze when heaven's orbs are burnt out.

How big is your task, O teacher?
Once more before parting you seek?
Pray the Sage of the sages to fathom;
The reach of man's mind is too weak.

Rural School Improvement

By FLORENCE C. KUHN

Superintendent of Kanawha County Schools, West Virginia

THE progress of the schools of Kanawha County has been by leaps and bounds since July 1, 1923.

H. G. Wells, writing of the American school in rural districts, said:—

"When it comes to the rural schools of America there can be little doubt that they are cheaper and meaner by far even than the equivalent British schools. There are more automobiles per head of population in America than in any other country in the world, but the dear little old cheap one-roomed red schoolhouse and its immature and undertrained cheap teachers have still hardly moved forward from the stage of the one-horse shay. The American buys his boots and his candy in a palace from a millionaire, and he gets his education in a shanty from a needy young woman. He certainly gets the best boots and candy money can buy. And, poor as he generally is, it is better than he deserves."

If Mr. Wells could visit our county he would find that a great transformation or evolution had taken place. Our one-room "shanty" school room had evoluted from one hundred ninety-five, July 1, 1923, to one hundred eighty-two, July 1, 1926; 39 two-room buildings, July 1, 1923, to 73 two-room buildings, July 1, 1926; 9 three-room buildings July 1, 1923, to 16 three-room buildings July 1, 1926; 36 four-room schools, July 1, 1923, and 62 four-room buildings July 1, 1926. There were 7 Junior High Schools, July 1, 1923, increased to 16 July 1, 1926. Our school system is based upon the 6-3-3 plan. July 1st, 1923, 289 frame buildings decreased to 275 July 1, 1926. July 1, 1923, there were 22 brick buildings reported, which increased to 97 brick buildings July 1, 1926.

The improvement of the teacher in service is one of the greatest improvements in the school. This improvement has been made by members of the faculty of our normal schools meeting at central points once a week with groups of teachers. Some of our teachers make six or more hours of college credit in these extension classes during each school term. Our teachers attend summer school at our State University and our State Normal Schools. We, of course, have more or less turnover. Some of our teachers are unable to join classes and instead carry work by correspondence.

From the spiritual and moral side our schools have been improved by competition in Bible reading. This reading has been purely optional with the teachers and the children. Last year, after each child read the four gospels he was given a ten-cent Testament. The results were that 2,557 Testaments were distributed. This year, three thousand copies of the book of Genesis, Psalms, and Acts were bought, as that number of children have entered this competition. After the reading has been completed each school entered will be presented with a Bible.

Our schools have been greatly improved by co-operating and participating in the Country Life movements and the health officers and nurses examining the children and following cases by making reports to the home. These nurses in their visits to the homes have made reports that have been very valuable to our health doctors and Tuberculosis League.

For a specific example of the improvement in the rural schools I have chosen two of the poorest districts of the county, Poca and Washington. Each district receives state aid with which to pay the teachers and run the schools for the minimum term of eight months. For three years these boys and girls have had teachers largely who had been trained for leaders in rural communities. At this time as well as the past two years Washington district has nineteen teachers holding number one certificates and many of them have from one to three years of college work above sixteen units of high school work. There are four in this district holding number two certificates. This is a small district as well as a very poor one.

Poca district, the poorest in the county, so far as valuation is concerned, has five teachers out of thirty-two holding a number two certificate. The rest are holding number ones or better with from one to three years of college work above high school graduation. In this district we built a four-room modern school building at Sissonsville. This house has folding doors between two rooms, which are thrown open, and in this auditorium all of the community activities are held. A piano and Victrola are there for the music. Upon the walls of these four rooms are good helpful pictures. On the days when we hold our district institute in this building the Ladies Aid Society of the village serves the lunch in the other two rooms of the building. This district has two more buildings with two rooms each. The rest of the buildings of this district are well-constructed one-room buildings.

"The one-teacher school system as frequently maintained has served humanity long and well. In New England alone it has turned out enough poets, statesmen, writers, and scientists

to recommend any system of education, to say nothing of its power in the later pioneer days of the West. Let us not minimize the good work of the little red schoolhouse. It has dear associations for us all: it has had untold influence on the American public. But it has served its day. It belongs, not to the present with its many urgent demands for varied and special training, but to the past.

"There was a time, it is true, when the country school was the centre of attraction; when spelling-bees, literary societies, singing schools and debating clubs made it the life of the neighborhood. But, owing to industrial changes, educational specialization, city migration, and many other causes, this time has gone by. The fundamental need of country schools is a change of system or consolidation." [1]

A former native of Poca district who has accumulated a vast fortune offered to give ten thousand dollars toward building a district high school, providing the taxpayers would vote bonds with which to raise the additional sum. After holding the second election and the majority voting against bond, we then proceeded to build the four-room consolidated building of which I have made mention above. We thoroughly agree with Miss Carney that consolidation will solve the problem, and we are consolidating wherever it is possible to do so.

Washington district has one four-room building and two two-room buildings. Until we have good roads over these two districts, we cannot consolidate all of the schools and transport the children, therefore it is up to the administrators to send teachers into these districts who have been trained for rural schools and rural communities.

"One type of consolidated school to call for consideration is the purely rural. This is the ideal type. It contemplates the establishment of the school right in the heart of the rural community, where the child can dwell in close communion with nature, away from the attractions and allurements of the city." [2] The consolidated building at Sissonsville meets just the requirements which Foght has described.

We have twenty-one consolidated and sixteen standardized schools in this county. July 1, 1926, there were seven high schools in the county. July 1, 1923, there were 889 teachers. There are now eleven hundred teachers in the county and ten high schools.

For the improvement of our schools last year we gave two tests on English and arithmetic. These papers were sent into the high school of each district and scored by the faculty. Our high school in Cabin Creek District receives one thousand dollars per year of state aid for the Teachers-Training Department. These tests were given to these senior high school students, prospective teachers. They were then sent out to the schools of that district to give these tests, after which they scored the papers. We have seven district high schools and three equally divided in our independent districts. In each of our high schools we have manual training teachers, domestic science teachers, art teachers and special music teachers. Our high school buildings have auditoriums and gymnasiums, orchestras, and glee clubs. The Domestic Science Department of our junior and senior high schools serves hot lunches and dinners to students every school day and to the teachers on special days.

Since July 1, 1923, we completed a high school building in Elk district and built a forty thousand dollar gymnasium and auditorium. This building has an excellent library, serving room, and domestic science kitchen second to none in the state. They have an orchestra that furnishes music for all community activities. For our district institutes the domestic science class serves dinner to the teachers. This school also has a vo-ag teacher. A bus is used for transporting pupils from a distance to this school. This is purely a rural high school in an agricultural district. This school has a 4-H Club, which is doing fine work.

Looking backward over the past three and one-half years, I think the most pessimistic person in the world could see the wonderful improvement in the schools, and appreciate the inauguration of new ideas that have been permanently instilled in the schools of Kanawha County and we hope in the years to follow that more improvements will be made and that Kanawha County will not retrograde back to twenty-first place in the county as it was in 1923, but will go beyond eleventh place, as it now stands, and on and on into first place, where it justly belongs if everyone co-operates to that end.

1 Carney, Mabel. "Country Life and the County School."
2 Foght, H. W. "The American Rural School," page 324.

"It should not be forgotten that moral standards are higher today than they have ever been. While society seems to be growing lax, a careful study proves otherwise.

"There is greater integrity in business. Politicians cannot get away with the same stuff they could a generation ago. The Church is growing more reasonable, consequently, more attractive. The world moves and we must accept the new with all the grace we can."

—Augustus O. Thomas.

What Price Education?

FOOTBALL looms large in the interest of the nation. It is associated almost wholly with our institutions of learning and is conceded the leader of sports, both in college and high school.

This leads to a speculation as to the relative position of the country's sports and its education. Education is the very life of the nation—sports its pastime. The former, like our water and air, is taken for granted and almost considered routine; the latter is dramatic, impulsive and full of motion.

We are not belittling the value of sports in the life of people. We recognize their unifying influence in our institutions. It is a healthful sign when our citizens grow in their love for outdoor play. There is a tendency, however, to indulge in these exercises and sports purely by proxy.

It is a fact that the nation's expenditure for spectacular sports makes the outlay for education look insignificant. We have recently completed the world baseball series which approached a million and a quarter gate receipts; our last big prize fight, two million dollars. This latter figure is but a fraction of the cost of the fight when the other expenses of the fans are estimated. The American public paid this price for a two-man combat that lasted a total of thirty-nine minutes, and yet in this country we spend but a billion and a half dollars yearly to train twenty-three million boys and girls for a fight that lasts an average approximating thirty-nine years.

There is another angle to this viewpoint of relative values. A middle western metropolitan newspaper sold 50,000 more copies the morning after the Dempsey-Tunney fight than it did the morning after the election, November 2. Sport news is, therefore, looked upon as a matter of great importance by the newspapers, and, based upon public demand, naturally so. As a specialized subject it increasingly outranks the space of any other department in the day's news. When the Corbett-Sullivan fight took place in 1892 a newspaper not overly devoted to sports printed more than seven columns about it during the two weeks immediately preceding the contest. In 1923, for a like period previous to the Dempsey-Firpo battle, the same paper used thirty-eight columns. In the Dempsey-Tunney fight this year the same paper used ninety columns.

No process of thinking can lead us to conclude that education has gained a corresponding emphasis. Nor will it, until we have a shifting of demand on the part of the public.

We believe in the manly art of self-defence. Our conception of the greatest self-defence, either for the individual or the nation, is education. It costs less and gives more.—From Better Schools League, Inc.

For Character-Building

THE ATLANTIC READERS

Edited by Dr. Randall J. Condon

Superintendent of Schools, Cincinnati, Ohio
President of the N. E. A.
Department of Superintendence

Book I.	The Understanding Prince	Grade IV
Book II.	High and Far	Grade V
Book III.	The Wonderful Tune	Grade VI
Book IV.	The Great Conquest	Grade VII
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These readers are the outgrowth of Dr. Condon's profound personal conviction that soul culture is the most important and most necessary phase of education, and that the development of personal character is the thing of greatest concern.

Designed primarily as basal texts, these books are filled with material of ethical importance, most of it being new to school readers. They are also full of the natural interests of developing childhood. Even the notes make delightful reading. Narrative, biography, description, nature studies, essays, letters, quotations, inscriptions, and truly distinctive poetry have been selected by Dr. Condon, always under the certainty, with Emerson, that "character is higher than intellect."

Books I, II and III were adopted in December as basal readers for all the public schools of the State of Montana.

"The Atlantic Reader, 'High and Far,' has been examined. It is a treasure house filled with new and fascinating stories. Happy is the child whose privilege it is to read the book."—Edgar D. Cass, Principal of Webster School, Manchester, N. H.

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Alway Something Sings

BY RALPH WALDO EMERSON

Let me go where'er I will,
I hear a sky-born music still:
It sounds from all things old,
It sounds from all things young,
From all that's fair, from all that's foul,
Peals out a cheerful song.

It is not only in the rose,
It is not only in the bird,
Not only where the rainbow glows,
Nor in the song of woman heard,
But in the darkest, meanest things
There alway, alway something sings.

'Tis not in the high stars alone,
Nor in the cup of budding flowers,
Nor in the redbreast's mellow tone,
Nor in the bow that smiles in showers,
But in the mud and scum of things
There alway, alway something sings.

Personal and Professional

M. M. PARKS of Milledgeville, Georgia, who was instantly killed by an automobile on Decem-29, was the creator of the Georgia State College for Women, which he developed into one of the best state women's colleges in America with an enrollment of 1,000 students during the college year and 1,200 in the summer session. Dr. Parks also made one of the most attractive college campuses in the country. Dr. Parks' scholastic preparation was at the University of Chicago and at Harvard University.

Three years ago, by gubernatorial appointment, he filled out an unexpired term as State Superintendent, and his annual report is one of the ablest educational documents of the decade.

Dr. Parks was an inspiring leader, thoroughly modern professionally, a skilful economist, and a master of all phases of administration. We have known and admired few schoolmen more than we did Dr. Parks, and it will always be a delightful recollection that on December 13 and 14 we were with him and his college; that we were the last schoolman to be entertained by him and by the college.

—

IDE G. SARGEANT, Paterson, N.J., who died suddenly on the way to school on the morning of January 7, was one of the noble leaders in the creation of the Department of Elementary School Principals, because he was one of the most heroic administrative elementary school principals in the country. Personally, our vision of the elementary school as the "Unit of the Republic" grew out of the vista thereof when we saw the achievement of Mr. Sargeant as his school, Number 10, was functioning in Paterson. Soon after that he thought there was an opening for him in a school superintendency of a small city in the West, and always when we met thereafter he would say: "This is the man who made me stay in the principalship." Few men did more for the cause of elementary education than Ide G. Sargeant did in Paterson, in New Jersey, and in the National Education Association. We have always rejoiced that we had some part in preventing his being sidetracked.

—

ADA YORK, San Diego, California, County superintendent, says: "From my earliest recollections I was teaching my dolls and my playmates, and never have I had a real interest outside of teaching." Miss York is entering upon her fourth term as superintendent of San Diego County. She is the only woman who has occupied this position in the county, and her re-election the last time was a triumphant march. She has achieved really great things for the children of the county, especially in magnifying music, drawing and other culture subjects that develop personality in a county where the "country folk" are as up-to-the-minute as are city folk. Miss York is one of the leaders in the promotion of rural education in California.

—

DR. FREDERICK E. BOLTON, Seattle, dean of education, State University of Washington, has played a much larger part in the creation of the vital functioning of education today than is suspected by the rank and file of school men and women. Those of us who knew him in Wisconsin, in the State University of Iowa, and in the State University of Washington do well to magnify the service of such a leader.

No one did the same professional service in Iowa twenty years ago that Frederick E. Bolton did. When the leaders of that day were largely engaged in meeting administrative crises and dodging political cyclones, Dr. Bolton was quietly creating the conditions that are functioning successfully today. For instance, the Iowa State Board's regulations in regard to the recognition of college graduates for certificates are just as Dr. Bolton wrote them about twenty years ago.

It was Dr. Bolton who wrote the present law in Washington State requiring all elementary teachers to be high school graduates as well as graduates from a two-year normal school, and that all high school teachers must be college graduates with not less than twelve semester hours of education. Before receiving their life certificates they must return to college for a quarter of graduate work, and add enough more in education to make a minimum of twenty-four semester hours. He not only wrote the law but was largely instrumental in engineering it through the legislature. We distinctly recall the political and professional opposition Dr. Bolton encountered.

Dr. Bolton is the only active leader in professional service in the State of Washington now with whom he worked fourteen years ago, when some of the best features of the school laws were created. He has always been a vital factor in the creation of professional situations that have endured. These are the men who should be honored for their achievements.

—

ROBERT J. BARR was superintendent of Grand Island, Nebraska, for thirty-nine years, which broke all records in that State. His successor, C. RAY GATES, has been re-elected for a three-year term at $5,000, $5,500 and $6,000, which is a salary for a city of 15,000 population which would have surprised any city of 50,000 ten years ago.

Character Chats

By JOSEPH B. EGAN, A. M.

The Changeable Beast

CHAPTER I

THERE was once a young prince who was about to make a journey into a new country. As he went out through the gate of the castle an old man stopped him and said: "There is a beast yonder which you will have to overcome. It is a most peculiar beast, for you will seldom meet it under the same shape twice in succession. If today it flies against you as a vulture, tomorrow it will claw you as a lion. The next day, perchance, it may be a man, and the fourth day an evil-smelling crocodile. However, have no fear, for the talons of the eagle are made of putty and the claws of the lion of twisted rope, and the spear of the man is but a big straw, and the teeth of the crocodile are formed of wax."

"Truly," said the prince, "this is a peculiar beast. If as you say, the talons are of putty, and the claws of twisted rope, and the spear of straw, and the teeth of white wax, what power has this beast to bother any person?" "A very real and dreadful power," said the old man, "otherwise I should not have warned you. Behold, the secret of the beast's power. If when the vulture swoops down upon you you shrink away in fear, the talons become hardened in your soul until they tear like steel; if when the lion charges you, you turn and flee, your terror stiffens the claws that he reaches out for you. If when the man dashes against you you cower down and plead for mercy the straw spear becomes a mighty sharp pointed weapon; if when the evil-smelling crocodile opens his jaws you step back the white wax teeth are immediately given the strength of iron."

"What, then, am I to do to overcome this beast?" asked the prince. "When the eagle swoops upon you," said the old man, "just laugh at him and say: 'What a dreadful looking bird you are! One would hardly suspect that you had a coward's heart and talons of soft clay.' Then reach over and pinch off his claws. He will raise up an awful scream, but he will, at once, become your servant and do your bidding. When the lion charges you laugh at him, also, and say: 'What an old bluffer you are! A Tom cat could lick you.' Then grasp his paw and start to unravel one of his claws. He will bellow with fright, but will soon become your obedient servant. When the man charges you, stand with head up and look him in the eye and say: 'Well, well, look who is here. Old King ——— is collecting tolls again.' Then reach over and break his straw spear in two. He will bellow and say angry things, but he will very quickly recognize his master and do your bidding. When the crocodile tries to breathe upon you just take the nearest club and knock out all his wax teeth. He's a dirty brute and deserves no mercy from any one. Do not breathe his breath, for it is rotten with decayed things of the soul. Do not touch his ugly body, for it is full of pestilence. He is known far and wide as the crocodile of the Slough of Dirty Talking Valley.

The Changeable Beast

CHAPTER II

NOW the prince was a wise young man, and stored up the words of the old hermit in his soul, and as he traveled forward he was on his guard against the beast. One night he came to an inn on the edge of a dense forest. He was weary and thirsty, and entered the place and sat at a table. Around him queer things were going on. Under a smoky lamp a group of young rascals were teaching a boy to smoke. "Do it this way," said one. "Draw the smoke into your lungs," said another. "Now you sure are a real man," said a third, and as the prince watched he saw the smoke shape itself into the face of an awful vulture and he saw with horror the bird's claws circle the boy's throat. In another corner three men were plotting to rob a bank. A fourth man was unwilling to help. "Don't be a quitter," said the first man. "Who cares for the law?" said the second man. "The world owes us a living," said the third man, and as the prince watched this group he saw, reflected in a mirror, the ugly face of the vulture and saw, also, its claws around the fourth man's throat. Just then the waiter came up. "Bring me a glass of clear, cold water," said the prince. "We serve nothing but hard liquor in this place," said the waiter. "That's right," cried a dozen voices. "Either drink hard liquor or get out of here. This is no place for children." The prince hesitated; then as he looked at the waiter he saw the man's nose grow long and

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sharp like a vulture's beak, and the fingers that held the tray become sharp and cruel-looking talons. The words of the old man rang in his ears and straightway he laughed long and loud, and said: "What a dreadful looking bird you are! One would hardly suspect that you have a coward's heart, and talons of miserable putty." With that he reached out and pinched off three of the vulture's claws. "Oh! Oh!" yelled the vulture, "don't do that! Please don't. I'll bring you the sweetest water in the well," and dropping the tray the vulture hurried away as fast as he could.

"Who is this man?" whispered the twelve voices. "Behold how the waiter serves him with clear water from the well. Perhaps there is some powerful virtue in clear water. Let us, too, taste of it so that we may gain courage of soul."

The Changeable Beast

CHAPTER III

THE next day the prince journeyed on until at nightfall he came to a group of men gathered at a crossroads. They were all dressed in elegant fashion with ruffles at their sleeves and laces around their necks. The prince, of course, was dressed in the simple costume of his country. "Who comes here?" cried one of the dandies. "Some country bumpkin," said another. "What outlandish shoes," laughed another. "I pray you," said the prince, "tell me the way to the King's court. "The King!' laughed all the dandies. "He wants to see the King. What a joke! What a joke!" "I said the King," replied the prince. "Where is the King's court?" "The King would laugh himself to death if he saw a bumpkin like you enter his court. Go change your coat, stranger," said one; "and your hat," said another; "and your face," said another; and as each spoke the prince saw his face puff out and grow shaggy whiskers and big eyebrows, and cruel-looking jaws. He glanced at their hands, and behold, they were ugly-looking claws. Then he recalled the words of the old man, and straightway he laughed long and loud, and said: "What a bunch of bluffers you all are! A tom cat could lick all four of you." With that he grasped the paw of the nearest one, and started to unravel his claws of twisted rope.

"Oh! Oh! Ow! Ouch!" yelled the lion, "don't do that. It hurts! I'll gladly show you the way to the King's court. I'll lend you my ruffles. I'll speak to the King for you."

"I'll speak to the King for myself," said the prince. "Get out of my way."

"What manner of man is this," cried the crowd around. "Instead of hanging his head in shame he has frightened the dandies out of their wits. Let us find out what kind of a coat and hat and shoes he wears so that we, too, can be as brave as he."

The Changeable Beast

CHAPTER IV.

TOWARDS evening of the third day the prince came to a ford across a wide river. To one side lay a little village in which strange things were happening. A man of no ability was directing the city's affairs; a man of genius was starving as he toiled in an attic; a grafter was standing with his hands full of stolen public money; a thief was robbing citizens in broad daylight; a bootlegger was selling poison in the very shadow of the court house; and all the while good, decent people were going in and out of voting booths electing people to office who promised much but did worse than nothing, and he noticed with surprise that everyone had chains upon his wrists. "This is no place for me," said the prince. "Can it be possible that in this place honest men have chains upon their wrists while crooks and criminals go about entirely free? Is this the meaning of law, the shackling of only those who obey it? Indeed, I shall hasten on to some place where the crooks wear the chains and the decent men are free." As he spoke he went down to the ford, and was about to enter the water when a brute of a man bearing a huge spear and a pair of handcuffs came up to him. "Wait a minute," growled the man, "are you a crook or a decent citizen?" "I hope I am a decent citizen," answered the prince. "Then put on these handcuffs." ordered the man. "What for?" said the prince. "These chains are the laws," said the man. "The decent citizens have agreed to chain themselves in this way. You must follow the custom." "I am a believer in laws." said the prince, "but they must apply to all. In this place I see the decent men chained but the criminals free to do as they please." "Why not?" said the man. "Do you expect the crooks to chain themselves as the decent people do?" "Perhaps not," said the prince, "but decent men ought to do it for them. As for me I wear the chains of the law upon my soul, not on my wrists where such men as your master, Influence, would place them. Begone, and trouble me no more." "Unless you pay," said the man, "you cannot cross." "And if I refuse to pay?" said the prince. "Then I shall run you through with this spear of vengeance." "A most unpleasant fellow you are," cried the

prince, "but you make me laugh. I have nothing for your master but contempt, and as for you, take that." Instantly the prince seized the big spear and broke it into two pieces. "Oh! Oh!" yelled the graft collector, "why did you do that? King Influence will be very angry. Please pass on in peace and say nothing. Oh, tell nobody that you broke my spear, for that is what brings everybody to time." With that the graft collector got down on his knees and followed the prince around begging and pleading that he tell no man of the broken spear. "I shall tell every man," said the prince. "You and your master ought to be put in prison."

The Changeable Beast

CHAPTER V

AT THE end of the fifth day the prince came to the very edge of an evil-looking swamp. He stopped in astonishment, for strange things were going on before him. Along the wet, oozy edges of the swamp little creatures were running to and fro, each with a tiny lantern. "Oh," cried one as it passed him, "if I could only find my childish innocence. Oh, is it lost forever?" And another wailed near at hand as it poked around with its lantern and peered behind rocks, "Oh, I lost the purity of my thought forever. Alas! Alas! Why did I ever come to this place?" Out in the middle of the swamp was a flock of blackbirds all talking together, and as the prince listened he heard over and over one sentence which sounded like: "Listen to this lie. Listen to this lie!" "What a dreadful place," said the prince. "I must hasten away," but as he turned he came face to face with a decent-looking man, who said: "I just heard a good story. I shall tell it to you." As he spoke the prince watched him and to his surprise saw the lips grow out towards him at an astonishing rate until the head of the man became that of a disgusting crocodile. The prince at once remembered the words of the old man and he covered his nose with one hand and with the other seized a stick and thrust it into the open jaws. Crack, went tooth after tooth, and the crocodile hissed and groaned and dropped on its stomach and squirmed away into the filthy swamp.

"Four times," said the prince, "have I met this beast and four times I have beaten him off. How much I owe to the old man, who taught me not to fear evil but to face it with courage and conquer it with swift action. When I get back to my kingdom I shall print in the heavens in smoke, so all can read:—

"Fear no evil! It has neither talons nor claws nor teeth against those who despise its power."

For Afternoon Fatigue

Nothing so wonderful for tired, jaded nerves as Horsford's Acid Phosphate. Just a teaspoonful in a glass of water makes a delicious, refreshing drink. Supplies vital, life-giving phosphates to the body. Sharpens the appetite, aids digestion and tones up the entire system.

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HORSFORD'S ACID PHOSPHATE

Science and Art of Flying

THERE are five universities in the United States with personnel, laboratories, and equipment sufficient for the complete training of aeronautical engineers in both under-graduate and graduate work. During the past year these five institutions had ninety-six students under instruction in regular aeronautical engineering curricula. Twenty-three institutions in the country are giving some attention to aeronautical subjects, but the greater number of these have no particular equipment or staff to give serious attention to aeronautical engineering education. In addition to the five institutions equipped for complete aeronautical training there are four others which have established either chairs or departments of aeronautics and which are offering elective subjects in aeronautics to engineering students.

The Daniel Guggenheim Fund for the promotion of aeronautics is one of the vitalizing educational institutions of the day.

We are blind until we see that in the human plan,
Nothing is worth the making, if it does not make the man.
Why build these cities glorious—if man unbuilded goes?
In vain we build the world, unless the builder also grows.

EDUCATION IN ACTION

Ford's Wayside School Will Stress Three "R's"

Reading, 'riting and 'rithmetic, the three famous R's, will be emphasized in Henry Ford's Wayside School at South Sudbury, Mass. The old "deestrick" schoolhouse of Sterling, Mass., the institution of learning to which a lamb followed Mary, as immortalized in verse, has been moved to South Sudbury. The building was for many years a barn, following its school days, but has been restored. It stands near historic Wayside Inn, a Ford property. Superintendent of Schools Frank Benedict is working on the project and reports state that the building would be used as a private school. Mr. Ford furnishes the teaching staff.

Girls Too Much Alike, British Teacher Finds

Women are all too much alike, says Miss Ethel Strudwich, head mistress of St. Paul's Girls' School, Hammersmith, England. They lack individuality, contends the teacher, who for thirteen years was in charge of the City of London School for Girls. "Girls nowadays are better taught than they used to be," she said. "They learn much more and they are just as nice as ever, but they are all inclined to dress alike, wear the same hats and do their hair in the same way. Is it any wonder that this outside similarity leads to an inside similarity and a lack of originality?"

Non-Skid Teachers Eager to Work

Seventy-three school teachers are not afraid of crooked King Island, nor of falling off its steep, rocky sides. Some weeks ago Jonathan H. Wagner, bureau chief of the government schools in Alaska, advertised for a non-skid teacher for the Behring Sea outpost. The isle is just a rock pile in the ocean. There isn't a level spot on it, except at the very summit, a site picked for the new schoolhouse. White folks fall off the island unless they wear skin moccasins. Wagner has received applications from twenty-three states, Canada and England.

Religious Study Upheld in New York

Students in public schools of New York State may receive religious instructions one hour per week, during school hours, either within or without public schools, under a ruling of the appellate division of the supreme court in Albany.

College Red-Heads Form Order of the Golden Fleece

The red-headed girls at William Woods College, Fulton, Mo., have banded themselves into an organization and they have called it "The Order of the Golden Fleece." Miss Lois Waldorf of Enid, Okla., has the reddest hair of all of them and that is why she was elected president. "I consider that an honor," Miss Waldorf said. "I don't care if my hair is red. It is my own and I am proud of it." An extensive program for the current year already has been outlined and will be carried into effect from time to time, the college officials having assured the red-heads that they will be given a place on assembly programs whenever they make known their wishes along that line.

Prospective Bookkeepers And Accountants for Farm

To make better business men out of the future farmers of Nebraska, and supply the present farms with a simple system of accounting and with young bookkeepers, is the purpose of a course of study to be introduced into the rural schools of Nebraska by A. W. Medlar, associate professor of rural economics, farm organization, and farm accounting, and Mason Yerkes, professor and farm management demonstrator of the extension department of the University of Nebraska. The bookkeepers in this case will be the school children of the seventh and eighth grades of the rural schools. Instead of using imaginary problems and cases out of books this plan proposes to have the pupils working upon the problems of their own farms with the assistance of their parents.

Favors Removal Of China's Fetters

The report of the thirteen-power commission on extraterritorialty in China, recently made public by the state department, disclosed a hopeful view of China's struggle toward modern and responsible government, despite civil wars and present political chaos. The commission recommended, however, only a progressive surrender of rights under extraterritorial treaties with China as fast as she is able to modernize her legislative and judicial machinery to insure adequate protection to foreigners. Grave abuses of extraterritorial privileges by foreign nationals in China were admitted shortcomings in the system by which the powers apply their treaty rights and were pointed out for immediate correction. The growth of national sentiment among the Chinese for abolition of all unequal treaties as infringing Chinese sovereignty was given significant place.

Depew Backs U. S. Colleges

Chauncey M. Depew has given his answer to the charges that college education in America is breaking down. Instead of going into a lengthy dissertation on the merits of a college education, Mr. Depew points out the following facts: Four out of our last five Presidents were college graduates and the fifth attended college. Our foremost lawyers, clergymen, financiers and even dramatists are college graduates. The presidents of the largest American bank and the world's greatest corporation today are college graduates. Mr. Depew concluded that the college graduate has 800 times the chance of distinguishing himself that one with only an elementary education has.

Centre for American Students in Rome

A permanent centre for American students in Rome has been established in the library rooms of the Salviati Palace. The American University Union has already established centres in London and Paris for students coming from the United States, with a special library. The number of students is increasing. There will be reading rooms with more than one hundred American periodicals and sixteen thousand volumes. H. Nelson Gay, formerly of Boston, and historian of Italian affairs, will have charge. The advisory committee comprises Professor Harry M. Ayres, Columbia University, Dr. Lewis W. Hackett, Rockefeller Institute, and Professor H. T. Lee, University of Washington.

Club Women Sew and Bake To Send Girls to College

Cakes and sewing are the bases on which the education of some Enderlin, N. D., girls is laid. Enderlin club women baked cakes, did sewing and other work until they had accumulated $400 in a loan fund which is used to help deserving girls through college. It is growing at the rate of $100 a year. At first the loans bore no interest, but many disliked the idea of charity and now the loans bear three per cent. interest. All loans have been repaid promptly.

Science Removes Bark of Dog

Dr. W. J. Lentz, head of the veterinary school of the University of Pennsylvania, has succeeded in eliminating by surgery the bark of the dog. Although the noiseless dog would be a boon to neighbors, Dr. Lentz believes that the practice of silencing the bark will never be done extensively. "Why, it would simply be a shame, almost a crime," he asserted. "The chief charm of a dog is in his excited barking when he sees his master, and his chief use is often that of an alarmist, warning against intruders by his yelping." It would be more strenuous on the splitting nerves of the urbanites, he said, to watch Fido's pathetic struggle to speak than it would be to hear his unhindered barking.

College Expense Only $146 a Year

An American college where it costs students of either sex only 65 cents a week for room, light, heat and laundry service, 11 cents for each meal, and where the entire annual expenditure of the student is $146, one-half, if not all, of which is earned by each of the 2800 students, was recently described as Berea College, in the mountains of Eastern Kentucky. The speaker, William Jesse Baird, dean of the Foundation-Junior High School and director of the agricultural department at Berea, stated also that the average salary of common school teachers in that region is $300 a year, "payment of which is often delayed." Dean Baird, who is a graduate of the college and of its preparatory school, stated that $100,000 must be raised annually to maintain the institution, which was founded nearly 70 years ago by Northern abolitionists for the education of colored people, but is now solely for white boys and girls.

New Schoolship For French Navy

Young French naval officers are to have a floating school equipped with the most modern armament and devices of all sorts. The old system of refitting an obsolete warship has been abandoned, and a new schoolship is soon to be laid down.

Co-Ed Is Not Always Dumb

Beauty and brains are sometimes possessed by the same individual on the campus of College for Women, Western Reserve University. This is one of the conclusions to be drawn from Dr. G. Carleton Robinson's mental tests of girls made last year. Dr. Robinson, who is professor of education, told of his first findings from the tests. "We can't know much about the value of the tests inside four years," he emphasized. "It will take a student generation to show what they are worth." Figures given by Dr. Robinson show, among other things, that a flapper may have as good a brain as anyone. It shows, too, that a girl who has not been blessed with much original endowment may make a lot of what she has by using it to the best advantage. It shows that campus activities and popularity are not dependent upon high brain powers.

High School Class To Start at 6 A. M.

Mamaroneck, N. Y., High School has instituted an early morning English class in charge of Miss Anna M. Nolan. The class meets from 6 to 8 a. m. While attendance at the class is not compulsory, there is a large enrollment among students who wish to make a more comprehensive study of English than is offered in the regular school program, or who wish to study for the state regents' examinations.

Religious Teaching Plan In Illinois Held Unlawful

Allowing credit for religious instruction in a plan adopted by schools of Marion and Williamstown County, Illinois, was termed "sectarian and in violation of the Constitution of the State of Illinois" by Attorney General Carlstrom in his reply to a query from F. G. Blair, state superintendent of Public Instruction. The plan involved dismissal of children from school at 2.15 o'clock one afternoon each week to attend religious classes at any church designated by the parents. Children whose parents do not designate a church are kept in school for "some sort of work in ethics," Mr. Blair told the Attorney General.

Housework for Men Urged on Students

Home economics for men is advocated by William E. Smyser, dean of Ohio Wesleyan University. "Why not?" he asks. "Men are realizing that they ought to have a part in home planning. They are beginning to know something about foods, textiles and budgeting. A man runs a business on an economic basis. Why shouldn't he know something about planning for himself, his children and his home?" Dean Smyser, in advising Ohio Wesleyan men to study home economics, does not infer that the male must eventually do the darning and the dusting—but he does feel that it is a man's place to be at least intelligent concerning household affairs.

Study Cost Of Education

A seven-fold increase in expenditures for primary and secondary education in the United States has been recorded since 1900, while the population has increased about half in the same period according to a study made by the National Industrial Conference Board. The increase, according to the board, reflects in part a substantial advance in the extension of the public school system. Other reasons for it include higher teachers' salaries and increased cost of equipment and maintenance. While in 1900 $214,965,000 constituted the annual budget for primary and secondary schools, the support of these schools in 1924, the latest year for which figures are available, amounted to $1,820,743,000, an increase of 747 per cent.

True Television Seen in Ten Years

According to Dr. E. F. W. Alexanderson, consulting engineer of the Radio Corporation of America and the General Electric Company, within ten years men will be able to see and talk to each other across the ocean. Three steps must be accomplished before television can be developed to the point of a public utility, he said. The first, broadcasting of pictures, has already been accomplished in laboratory

N. E. A. Tour to Seattle

Tour leaves Boston June 25, 1927. Visiting—Chicago, Glacier National Park, Seattle, Portland, Columbia River Highway, San Francisco, Yosemite National Park, Los Angeles, Catalina, Pasadena, Grand Canyon, Colorado Springs, Pikes Peak, Denver, etc.

Detailed itinerary will be mailed upon request.

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tests and now only needs perfecting of a method of reception. Likewise, he said, the second step, the sending of facsimile messages, has been accomplished, but more speed in the process is necessary before it can become practical. "After that," he continued, "must come the development of speed enough to send a motion picture film from any part of the world. News reels of the events of the day may then be shown everywhere the day they happen. The next step will be actual television—when the motion picture of a person at a telephone on one side of the Atlantic, or equally far away, will coincide with the hearing of the voice of the person on the other side of the Atlantic."

Glenn Frank Refuses To Discipline Teacher

Governor J. J. Blaine of Wisconsin recently attacked as a hodge-podge of lies, half-truths and misrepresentation the tax catechism issued by Professor H. MacGregor of the University of Wisconsin. President Glenn Frank said the Governor's remarks carried the implication that Professor MacGregor had two courses open—either retraction or resignation. "In the absence of Professor MacGregor taking either of these courses, the Governor implied that the duty of the president of the university was positive. As long as I am president of the university, complete and unqualified academic freedom will not only be accorded to members of faculties, but will be vigorously defended, regardless of the pressure, the power or the prestige that may accompany any challenge of this inalienable right of scholarship."

Higher Standards Asked for Colleges

The Ohio General Assembly is asked to help solve the problem of the great influx of students at state-supported institutions of higher education, by the committee on taxation and economy which proposes entrance examinations for all applicants to the university graduate courses in all the state universities and normal schools. The committee proposes formation of a state board of college entrance to conduct the examinations and carry on the selective process.

Indiana Considers School Law Change

Free school books, junior colleges in the larger cities and the county unit school administration are among major changes in Indiana school laws which will receive consideration at the next session of the General Assembly. The county unit plan, which would remove the greater part of control of rural schools from the hands of township trustees, has been defeated in two sessions and is likely to appear in a new form.

TREND OF THE TIMES

FARMERS' ASSOCIATIONS in the United States that are engaged exclusively in the co-operative marketing of eggs or poultry or both now number about seventy. There are about 50,000 members located in eighteen states. Forty-eight associations reporting to the Department of Agriculture handled 2,566,515 cases of eggs in 1925, which sold for $26,529,218. The largest association reported 5,000 members and the smallest twelve members.

WOMAN has invaded another stronghold of man. American trunk line railroads on October 1, 1926, were employing 61,302 women, in virtually every line of duty of the transportation service, the Interstate Commerce Commission reports.

SPEED LIMIT of sixty miles an hour for automobiles on British open roads is proposed in a new bill to be brought before Parliament in January. The bill includes heavier penalties for motor violations with imprisonment for dangerous driving. Speed limits in populous centres would be made as low as five miles an hour.

INVESTED ASSETS of the country's life insurance companies are growing faster than the national wealth. They now amount to $12,850,000,000, and are increasing more than a million dollars a year. Life insurance assets were 2.3 per cent. of the national wealth twenty years ago, while today they are 3.6 per cent. of the total. Since 1880 they have increased twenty-eight times, while national wealth has multiplied itself eight times.

PHILIPPINES REPORT made by Colonel Carmi A. Thompson, as the President's special investigator, has been placed in the hands of Congress by President Coolidge. Colonel Thompson favors retention of the islands until the inhabitants are better prepared for independence. He recommended civil rule in place of the present military rule; establishment of an agricultural experiment station and branches of the United States federal reserve and land bank systems and revision of land laws to attract capital for the growing of rubber, coffee and other products.

UNDERGROUND CANAL now links the port of Marseilles with the lake of Berre in France. The subterranean waterway is 22 yards wide. The height is 16 yards and the length about five miles. It will take vessels drawing 12 feet of water. It is rated as one of the most remarkable engineering achievements of recent years.

VOTERS' HANDS were tattooed in a semi-permanent way at La Paz, Bolivia, to prevent each voter at the recent municipal elections from repeating. It has been a common practice of voters of the city to cast more than one vote.

RAILROADLESS COUNTRIES include Afghanistan, Asir, Bhutan, Nepal, Oman and Yemen, in Asia, and Liberia on the west coast of Africa. Except Liberia all are voluntary adherents to a policy of "splendid isolation," and efforts to establish twentieth century commercial facilities have met with disaster.

ELEVEN LANGUAGES are understood in the Jerusalem telephone exchange and connections may be obtained in any one of them. Each of the operators speaks at least three languages well, and can deal with simple demands for numbers passed in five or six different tongues.

FILIPINO POLITICAL leaders have determined to present a concrete plan for a Philippine republic in order to counteract the recommendations of Colonel Carmi A. Thompson against immediate Philippine independence. It will be designed to reaffirm the demand for freedom and also to furnish a material rather than an abstract future for discussion.

RECORD SAVINGS by the American people during 1926, a quantity of money that far surpasses that in any previous year, was indicated by figures that are now available, according to Secretary Hoover. He concluded that installment buying apparently did not handicap people of average means in the United States.

JOBLESS AVIATORS may now find work through an employment exchange newly instituted by an aeronautical periodical. The purpose is to help aviators desiring positions and manufacturers or others desiring services to get in touch with each other.

FEMINISTIC BATTLE has just begun, instead of being out of date with the initial victory of woman's suffrage in this country, recently declared Mrs. Elizabeth Rogers of the National Council of the Woman's Party. "We believe that there exist differences between men and women which make it necessary for women to organize for their own interests," she said.

The BOOK TABLE

THE FIELD SIXTH READER. By Walter Taylor Field. Illustrated by Enos B. Comstock. Cloth. 464 pages. Boston, New York, Chicago: Ginn and Company.

Mr. Field has demonstrated in many ways that he is an artist in selecting from the world's best literature the best features for pupils and students of various ages, but his art has never appealed to us quite as compellingly as in "The Field Sixth Reader," for he catches the fascinating paragraphs, stories and poems of some of the latest of our writers among whom are Robert Frost, Dorothy Canfield Fisher, Amy Lowell, Ernest Poole, Joyce Kilmer, Stephen Laycock, Charles F. Lummis, Laura E. Richards, Edward A. Steiner, Marion Florence Lansing, John T. Faris.

The author has given every selection a new birth for sixth grade pupils.

There are stories of home life in different countries—in England, in Norway, in the United States, stories of outdoor life in the woods and fields, of the lives of birds and bees, of sheep-ranching on the plains of Texas and tramping on the shores of Cape Cod, stories of adventure—stories of pirates and smugglers, of burning ships and narrow escapes. There are stories of the discoverers and pioneers of America; of the hardships that they endured and the dangers that they faced while they were making this country such a place that you and I can live in it in peace and safety.

There are stories about cattle-ranching; sheep-raising; building, where the men work crawling like flies over the great steel beams and girders of our "skyscrapers" hundreds of feet up in the air.

SELECCIONES POÉTICAS. Compiled and arranged by Felipe Janer, former vice-rector, University of Porto Rico. With an introduction by Henry Grattan Doyle, professor of Romance Languages, George Washington University. Cloth. xxiii+510 pages. New York: Silver, Burdett and Company.

In this rather widely distributed collection of Spanish and Spanish-American poetry, Dr. Janer has exercised the right of every compiler to include those things which appeal to him personally—otherwise they would not be "selections." Himself a Porto Rican, it is only natural that he should give considerable space to the surprisingly large number of Porto Rican poets of the first rank; but one does not readily see how any compiler can well ignore such poets as Salvador Brau, Ferdinand Cestero, Cayetano Coll y Toste, Manuel Fernández Juncos, José Gautier Benítez, José and Luis Muñoz Rivera, Juan B. Huyke, and Dr. Janer himself. Moreover, there are several anthologies available for American schools which cover the field of Spanish poetry proper. One must take these points into account, as well as the fact that the volume will naturally have a greater appeal in Porto Rico than in the schools of the continental United States.

The volume contains a great abundance of first-rate poetry. No space is sacrificed to notes and vocabulary, and the introduction is purposely brief. The editor has arranged the selections under such heads as patriotic poems, historical poems, humorous poems, poems of love, etc. Complete indices of authors and titles are provided.

"Selecciones poéticas" will find a place in many advanced classes in Spanish, and will be especially welcomed in Spanish-speaking sections.

LIBERALISM AND AMERICAN EDUCATION IN THE EIGHTEENTH CENTURY. By Allen Oscar Hansen. Cloth. 317 pages. New York: The Macmillan Company.

It is both interesting and important to have Mr. Hansen collect some hitherto unavailable documents emphasizing the influence of those hungering and thirsting after liberalism in government through liberalism in education just before Americans took their stand for independence. Liberalism resulting in the Declaration of Independence was restlessness under religious traditions as much as under civic relations and naturally there was chafing under educational practices, but civic liberalism was the urge that captured the middle and the lower classes and produced the American Revolution. Religious liberalism was easily submerged as a popular appeal and educational liberalism was so incidental in action that even school men have waited a hundred and fifty years to have even a professional schoolman discover by much painstaking research in the dark corners of old libraries evidence that there was a real educational background to the civic unrest in the American colonies.

Our interest in all this is chiefly in the revelation of the way in which these champions of civic liberty connected up with education. For instance, William Godwin in 1793 said that it was "no more legitimate to make boys slaves, than to make men so." He considered the school and college practices of the closing years of the eighteenth century as a case of students being "tortured and enervated by being cast in a particular mould. One educated to adhere to certain fixed principles is no longer a man: he is the ghost of a departed man."

The tragedy of this is that there was little evidence of its influence upon the American people until the time of Horace Mann half a century later, and it was half a century later before the educational idealism of the great leaders of the closing years of the eighteenth century played much part in the American schools, and after another half century there is abundant evidence that the educational liberalism of a century-and-a-half ago has not been universally accepted by the worshipers of tradition in the United States.

This book of Allen Oscar Hansen in 1926 is highly entertaining to one who realizes that for a hundred and fifty years much of this material might as well have been in an Egyptian tomb.

NATURE GUIDING. By William Gould Vinal. Cloth. Profusely Illustrated. 551 pages (6 by 9 inches.) Ithaca, N. Y.: The Comstock Publishing Company.

Anna Botsford Comstock has had no rival in the promotion of any phase of Nature Study in school or camp, from wild life or domestic situation, from real life or from the wisdom in books. As professor of Nature Study in Cornell University she was the leader on the platform as in class and campus guidance. There was no one who had the same vision or the same vistas, the same approach to nature, or created the same affection for nature.

Since the business of the Comstock Publishing Company has become so extensive Mrs. Comstock's genius is displayed in the selection of authors, and the selection of Professor Vinal, whose work in Nature Study in the Rhode Island College of Education demonstrated rare leadership, is proof of discrimination in estimating personalities. A man may be a scientist, of high attainment, but it does not follow that he can successfully lead the uninitiated into an understanding of the natural world, nor give a child an interest in and a love for his natural environment. To do this requires not alone scientific attainment, but also a comprehension of the absence of knowledge and lack of training in observing natural phenomena of

the ordinary adult, and an understanding of the mind and interest of the child.

Professor Vinal is a man of science and has shown to a marked degree his ability to interest pupils in science and to give to them careful methods of investigation and show to them many ways of interesting the children in the out-of-doors when they should become teachers.

The person who trains for Nature Guiding is dealing with one of the most difficult and at the same time one of the most enjoyable professions of the world. Nature Guiding is old but not traditional. It does not have a rut. The Nature Guide, therefore, must be resourceful. During the past fifteen years Professor Vinal has been trying out plans of presenting nature-study in schools and camps.

STUDIES FROM TEN LITERATURES. By Ernest Boyd. Cloth. viii+333 pages. Price, $3.00. New York: Charles Scribner's Sons.

Ernest Boyd is one of the very few literary critics writing about foreign literatures for American periodicals who know what they are talking about. Most of the "foreign letters" one sees are merest balderdash—a rehash of information available to everybody in recognized manuals, or a mass of wrong or partly right estimates of writers, some of whom are given an artificial importance not justified by their accomplishments. It is refreshing to find someone who really knows the continental literatures, or at least a number of them, at first hand—and this Mr. Boyd demonstrates in this interesting volume. He has gathered together a number of essays, apparently written at different times, dealing with writers of France, Spain, Italy, Portugal, Germany, Switzerland, Poland, the Scandinavian countries, and Canada, and has added an illuminating essay on the French "Hyphenated Poets." Noteworthy among the writers discussed are Anatole France, André Gide, Marcel Proust, Miguel de Unamuno, Pío Baroja, Jacinto Benavente, Gregorio Martínez Sierra, Ramón Pérez de Ayala, Concha Espina, Ramón Gómez de la Serna, Gabriele d'Annunzio, Giovanni Verga, Luigi Pirandello, Giovanni Papini, G. A. Borgese, Eca de Queiroz, Carl Spitteler, George Brandes, Johan Bojer, Wladyslaw Reymont, Louis Hémon, and C. F. Ramuz. This list includes a number of Nobel prize-winners, and most of the writers are available in English translations. In general Mr. Boyd's judgments are good, and even when one does not agree with them one must confess that they are expressed in a thought-provoking style. Instances of slips are rare; we have noted the misspelling of "El sentimiento trágico de la vida" on p. 62, and Mr. Boyd's use of both "Sense" and "Sentiment" in referring to the book (pp. 63, 64, 67). There is some evidence that the book has not been read as a unit by its author: for instance, on p. 73 he tells us that Pérez de Ayala's "Prometeo" has "been completely ignored in translation," and yet on p. 120 he tells us that Pérez de Ayala "in 1920 was introduced to this country through one of his most charming works . . . translated as 'Prometheus,'" etc.

There are minor errors in titles in the following: La ciudad de la niebla, p. 81; and Tú eres la paz, p. 114. On p. 124 "Daphnis and Chloe" is referred to as a "pastoral poem." One may add a couple of facts also to the essays on Martínez Sierra and on Eça de Queiroz: "The Romantic Young Lady" was produced in America as well as England (p. 118); and a translation of "The Relic" (p. 191) by Aubrey Bell has just appeared—this last subsequent to Mr. Boyd's book, of course. These are small matters, however, which detract little from the value of a readable and informing book. Readers and students who wish to know something about the important figures of foreign letters will find "Studies in Ten Literatures" stimulating and interesting, critically sound, accurate in most respects, and thoroughly up to date. Reference libraries will do well to add it to their equipment—it will be used!

Books Received

"Principles of Bookkeeping and Business." By Charles E. Bowman.—"New Civic Biology." By George W. Hunter.—"The Clothes We Wear" and "The Houses We Live In." By Frank G. Carpenter and Frances Carpenter.—"Contes et Legendes." Part One. By H. A. Guerber and Franklin Cross.—"Elementary Algebra." Second Course. By Elmer A. Lyman and Albertius Darnell.—"Spelling Notebook." By Henry Carr Pearson.—"Johnny and Jenny Rabbit." By Emma Serl. New York: American Book Company.

"A Study of Costume." By Elizabeth Sage. — "The Vocabulary Speller." By John G. Gilmartin.—"The Patrician." By John Galsworthy.— "Theatre Practice." By Stark Young. New York: Charles Scribner's Sons.

"Principles of Rural School Administration." By Julian E. Butterworth.—"Educational Diagnosis." By M. J. Van Wagener.—"Legends of Gods and Heroes." By T. S. Morton. —"The Study of Rhetoric." By Helen J. Robins and Agnes F. Perkins. New York: The Macmillan Company.

"What Arithmetic Shall We Teach?" By Guy Mitchell Wilson. Boston: Houghton Mifflin Company.

"Five Easy French Plays." By Emma L. Simpson.—"Zaragoza." By Benito Pérez Galdós. Edited by John Van Horne.—"El Trovador." By Don Antonio Gutiérrez. Edited by Paul Patrick Rogers. — "General High School Mathematics." Book II. By David Eugene Smith, John Albert Foberg and William David Reeve. Boston: Ginn and Company.

"Método Práctico." By Alejandro Ybarra. — "Martin Rivas." By Alberto Blest Gana. Edited by G. W. Umphrey.—"Zalacaín el Aventurero." By Pío Baroja. Edited by Arthur L. Owen. New York: D. C. Heath and Company.

"Columbia Research Bureau Spanish, English, German, French, Physics and Plane Geometry Tests." Yonkers-on-Hudson, New York: World Book Company.

"Sir Walter Ralpigh." Selections from his writings in prose and verse. New York: E. P. Dutton and Company.

"A Latin Primer." By Clarence W. Gleason. Boston: Little, Brown, and Company.

"Student Relationships." By Walter G. Clippinger. New York: Thomas Nelson and Sons.

"The Intimate Life." By Winfield Scott Hall. Chicago: The Midland Press.

"Professional and Business Ethics." By Carl F. Taerisch. New York: Henry Holt and Company.

"Stories of Porto Rico." By Elizabeth K. Van Deusen. New York: Silver, Burdett and Company.

"Kinscella Music Appreciation Readers." By Hazel Gertrude Kinscella. Lincoln: The University Publishing Company.

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GRINS BETWEEN GRINDS

Why She Could Not Spell

Mrs. Dooley had not had much of an education, but she did her best to hide the deficiency. "Will you sign your name here?" asked the solicitor, whom Mrs. Dooley had asked to draw up a deed when transferring some property to her daughter. "You sign it yourself, and I'll make me mark," said the old woman. "Since me eyes gave out I'm not able to write a word, sor." "How do you spell it?" he asked. "With or without an 'e'?" "Spell it whatever way ye plaze, young man," said Mrs. Dooley. "Shure, since I lost my teeth there's not a wurrd I can spell."—Toronto Mail and Empire.

A Tender Spot

An old bachelor, who was very bald, fell in love with a pretty widow whose late husband's name was Robin.

One evening the bachelor dropped in to have a cup of tea with the widow. After tea was over she commenced to sing "Robin Adair."

The bachelor picked up his hat.

"Madame," he said, "even if your husband did have hair, it's no fault of mine that I haven't."

Efficiency

A guest hurried up to the hotel clerk's counter. He had just ten minutes to pay his bill, reach the station, and board his train.

"Hang it!" he exclaimed. "I've forgotten something. Here, boy, run up to my room—number 427—and see if I left my pajamas and shaving kit. Hurry, I've only five minutes now."

The boy hurried. In four minutes he returned, out of breath.

"Yes, sir," he panted. "You left them."

The Discoverer

"Tommy," said the teacher, "come to the map and point out Australia to the class."

Tommy did so.

"Who discovered Australia, George?" the teacher asked the next boy.

"Tommy did," was the reply.—Pathfinder.

The Deduction

Teacher—"What is an autobiography?"

Dick—"Well, auto means car and biography means a story. I guess it's a story about a car."

Up-to-Date

Governess (finishing story)—"'And so they were married and lived happily ever after.' There! Isn't that lovely?"

Modern Child— "Very nice and placid, but I'd rather have had the thrill of a divorce."—Weekly Telegraph (London).

Putting It Over

A Hebrew storekeeper, much to the surprise of his brethren, suddenly decorated his window with a gorgeous new blind. It was the admiration and envy of all his neighbors.

"Nice blind of yours, Isaac," remarked one of them.

"Yes, Aaron."

"What did it cost you?"

"It didn't cost me nothing. My customers paid for it."

"What! Your customers paid for it?"

"Sure, I put a leedle box on my counter, 'For the Blind,' and they put in the money."—Current Topics.

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Burbank Honored on Arbor Day

Arbor Day is observed in California on March 7, the birthday of Luther Burbank. Before his death last March Mr. Burbank requested Stanford University to take over his experimental farm in Sonoma County and to make provision for the continuation of his work. This suggestion has since been renewed by Mrs. Burbank. A committee, with Paul Shoup, vice-president of the Southern Pacific Company, as chairman, has been formed, with the ultimate purpose of establishing at Stanford University a foundation to provide funds for the continuance of the notable work of Mr. Burbank in plant breeding.—School Life.

Centre for Exchange of Ideas

About two years ago a group of teachers working in progressive elementary schools organized the Industrial Arts Co-operative Service for the purpose of mutual helpfulness. They knew that by getting the benefit of one another's experience throughout the country they would be able to do more and better work than they could independently and locally.

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Anyone desiring further information about the I. A. C. S. can secure it from the Secretary, 519 West 121st Street, New York City.

Grafton Cushing, president of the Massachusetts Child Labor Committee, has announced that it will be necessary to issue a second printing of the new book, "Child Labor in Massachusetts." This publication was compiled by Raymond G. Fuller and Mabel A. Strong, who is the executive secretary of the Massachusetts Child Labor Committee.

"Child Labor in Massachusetts" includes: Viewpoints and Interpretations, Statistical Background, Occupations of Children, Accident and Health Hazards, Other Aspects of Employment, Laws and Legislative Standards and Remaining Tasks and Problems.

The book brings out the fact that although child labor will never be abolished it will eventually disappear. Education will have taken its place. A copy of the book may be procured at the Massachusetts Child Labor Committee, 41 Mt. Vernon Street, Boston.

After-dinner speakers have been effectively curbed in London by a new sure-fire scheme of red and green lights. When a post-prandial orator has talked four minutes, or his allotted time, a big green electric light glows near the toastmaster's place. After another minute a red light flares. Then the guests, by previous instruction, applaud until the speaker sits down. When the system was inaugurated at a Chamber of Commerce dinner, small cards asked speakers to "consider the misdeeds of their predecessors and to extend their sympathetic support to the arrangement for curtailing the addresses."

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Meetings To Be Held

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

7-12: World Federation of Education Associations, Toronto, Canada.

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